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ABSTRACT

In its fourth year the Cooperative Project in American Indian Development focused on the completion of Objectives 1, 2, 3-A, 3-B, 4, and 8. This report restates those objectives and the criteria used for each and includes an evaluation of the results based on data submitted by the project supervisor and/or home liaison specialist and on data gathered by the evaluator. A chart summarizes the attainment status and relevant comments for the following six product objectives: (1) Objective 1 - to conduct activities during the school year to meet the special needs of Indian students for cultural awareness and enrichment; (2) Objective 2 - to involve at least seven new children in cultural enrichment sessions; (3) Objective 3-A - to finalize the K-2 or 3-5 unit of the American Indian curriculum; (4) Objective 3-B - to disseminate the finalized American Indian curriculum unit; (5) Objective 4 - to make 30 parental contacts per district through a home school liaison specialist; and (6) Objective 8 - to conduct 3 field trip experiences involving 30 students. Data indicates that Objectives 1, 2, 4, and 8 were attained. Appendixes detail objectives, workshop agendas, a curriculum rating scale, an evaluation form for the cultural awareness enrichment program, and a newsletter. (CM)

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EVALUATION REPORT

ED192997

COOPERATIVE PROJECT IN AMERICAN
INDIAN DEVELOPMENT

PRODUCT EVALUATION REPORT

TITLE IV, PART A

1979-80



U.S. DEPARTMENT OF HEALTH
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Saginaw Public Schools

Saginaw, Michigan

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COOPERATIVE PROJECT IN AMERICAN
INDIAN DEVELOPMENT

PRODUCT EVALUATION REPORT

TITLE IV, PART A

1979-80

An Approved Report of the
DIVISION OF ADMINISTRATION AND PERSONNEL
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July, 1980

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Background Information and Project Description

The Cooperative Project in American Indian Development is funded through the U.S. Office of Education--Indian Education, Title IV, Part A. The program, in its fourth year, has been a cooperative effort between three school districts--the School District of the City of Saginaw, Bridgeport, and Birch Run--of which the Saginaw City School District has acted as the Local Education Agency (LEA) of record. The program has been administered, indirectly, by the Saginaw Intermediate School District. The project year started on July 1, 1979, and extended to June 30, 1980. The level of funding was \$103,300 (Saginaw \$47,412; Bridgeport \$38,504; and Birch Run \$17,384).

This report deals with activities not related to the summer school effort of the cooperative project. This portion of the project focused on the completion of objectives 1, 2, 3-A, 3-B, 4 and 8 stated in the 1979-80 project year proposal (see Appendix A). An evaluation report concerning the 1979 Summer Indian Program (July 23-29, 1979) and the status of objectives 5 and 7 is available from the Department of Evaluation, Testing and Research of the School District of the City of Saginaw. Objective number six which dealt with providing counseling services to drop out prone American Indian students could not be undertaken because the project was unable to

recruit a counselor with American Indian heritage. The following is a brief statement of the purpose of each of the regular school year activities: conduct eight Wednesday "Cultural Enrichment Sessions;" involve at least seven new children in at least 5 "Cultural Enrichment Sessions;" finalize the K-2 or 3-5 unit of the American Indian curriculum; disseminate the introductory American Indian curriculum via inservice training sessions in all three cooperating districts; increase the involvement of Indian parents in Special Title IV, Part A programs; and conduct at least three field trip experiences for elementary and/or secondary American Indian students.

Supplemental Program Activities

Most projects do more than that which is promised in the grant application. Additional meetings, publications, and activities that represent added service to the population of interest and/or the educational community in general are carried out. The Cooperative Project in American Indian Development has conducted such activities this year and sent accompanying documentation to the project evaluator. One such undertaking was the project's newsletter. The Three Friends: Newsletter of the Cooperative American Indian Development Program was again written and disseminated to the Indian community (see Appendix B for the fall and winter edition). The newsletter provided a means to do the following: communicate program activities/services, relate American Indian culture/history,

display Indian related art forms, and provide young children learning activities. In addition the newsletter provided Indian poetry and cooking recipes from time to time.

On November 6, 1979, the program director presented a daylong preschool teacher's workshop on the Cooperative Project in American Indian Development (see Appendix C for agenda). Some 68 preschool teachers from Saginaw County attended this workshop. Fifty-seven teachers rated the attainment of objectives. The average rating was 3.89 (on a scale ranging from 5 = highly satisfactory to 1 = unsatisfactory). Two other key aspects of the workshop were also rated highly: the workshop has made me more perceptive to the needs of human relations in education for minority students and the workshop has a direct application to my job responsibilities as an educator (rated 4.66 and 4.58 respectively). The American Indian Development Informational Workshop to preschool educators seems to have been highly successful to the majority of the participants based on the ratings obtained.

A smaller meeting was held on October 19, 1979, relating to contemporary living and Indian beliefs (see Appendix D for agenda, workshop materials, and attendance list). The project director plus ten Saginaw Inter-Tribal Association members attended this daylong inservice entitled "Indian Is." Since this was not a required activity no evaluative information is available.

Evaluation Procedures

This evaluation report focuses on objectives 1, 2, 3-A, 3-B, 4 and 8, which are restated below with accompanying criteria.

Objective 1--To conduct activities during the school year to meet the special needs of Indian students for cultural awareness and enrichment, and special physical education/recreational programs. All Indian students who wish to participate will be included in programs of their choice.

Criteria--80% of Indian students who attend at least five sessions will complete 5 of the following:

- Construct at least 1 article of Indian clothing
- Learn at least 1 Indian dance
- Sample at least 1 Indian food
- View at least 1 American Indian related film
- Construct at least 1 basket or beadwork item
- Indian arts

Objective 2--At least 7 new children in grades K-12 from the combined districts will attend at least 5 cultural enrichment sessions (i.e., children who have not participated in the past).

Criteria--New children will be asterisked(*) on the attendance log of the Wednesday night cultural enrichment sessions. Final evaluation report will discuss objective attainment, i.e., 7 new children.

Objective 3-A--To finalize the K-2 or 3-5 unit of the American Indian curriculum.

Criteria--The finalized K-2 or 3-5 unit of the American Indian curriculum will be submitted to the project evaluator by June 30, 1980. A review panel will complete the Curriculum Quality Rating Scale; the curriculum unit will receive improved ratings over the 1978-79 ratings. If submitted, the rough version of the 3-5 or K-2 unit and 6-8 unit plan will be reviewed to give a status report of its stage of completion.

Objective 3-B--To disseminate the introductory American Indian curriculum via inservice training sessions conducted in the three participating school districts.

Criteria--At least one inservice session will take place, this will be documented by:

- Outline of the presentation given
- List of attendees
- Attendee feedback sheets (comments to be summarized in the final evaluation report)

Above documentation will be submitted to the evaluator by May 1, 1980.

Objective 4--To increase the involvement of Indian parents in special Title IV, Part A programs (such as IPC meetings, cultural enrichment sessions, etc.) within the three respective school districts by employing a home school liaison specialist.

Criteria--At least 30 parental contacts in each district--90 total--will be made by the home school liaison specialist. The home school liaison specialist will maintain a log of parental contacts which will be submitted to the evaluator by May 31, 1980, to document attainment of the objective.

Objective 8--To conduct at least three field trip experiences for elementary and/or secondary American Indian students.

Criteria--At least 3 field trip experiences will take place with 30 students participating in the entire set of experiences. Evaluation will evidence that field trip experiences were carried out; documentation will be submitted one week after the trip; this will consist of attendance logs, site visited, etc.

The reader should note that an evaluation report detailing the results of the 1979 summer school program (related to objectives 5 and 7) is available from the Evaluation, Testing and Research Department.

Several methods were used to obtain data on the objectives. The bulk of the data were submitted by the project supervisor and/or home liaison specialist in the form of attendance sheets, press releases, inservice agendas, log of home visits, etc. Additional data were gathered by the evaluator through attendance at meetings and communications with the supervisor. As mentioned above, a locally developed Curriculum Quality Rating Scale (see Appendix E) was used by evaluators and curriculum specialists to rate the updated version of the curriculum packages mentioned in objective 3-A and the resulting ratings then were compared with the ratings on the same instrument as found in the 1978-79 Cooperative Project in American Indian Development: Product Evaluation Report.

Presentation and Analysis of Data: Product

How much progress did the Cooperative Project in American Indian Development make this year in meeting its six product objectives? The data presented in this section should provide an answer to the above question.

Following the presentation of this data, a summary of the results by objective will be offered.

Objective 1--American Indian Projects. Eleven Indian cultural enrichment experiences were held (on November 14 and 28, December 12, 1979; January 9 and 23, February 13 and 27, March 12 and 26, April 9 and 30, 1980). Records indicate that during these sessions the following twelve distinct activities transpired: Indian dance lessons, Indian foods and cooking techniques, ribbon shirts, mittens with raised beadwork, quillwork, pottery, wood carving, copper bracelets, film entitled "Hands of Maria," film entitled "Forest Babies," slides relating to Indian pottery, and film entitled "Beaver Valley." A total of 42 children attended five or more of the sessions and all of them (100%) completed five or more of these activities. A total of 394 activity completions were recorded for the 42 students. Thus the data above indicate that objective 1 was attained.

In addition, a study was undertaken to determine how program participants felt about the cultural enrichment activities, the Cultural Awareness Enrichment Program: Evaluation Form (see Appendix G) was administered to program participants during the final cultural enrichment experience. A total of 25 individuals responded to the five questions. The responses to each question are presented below.

1. Rate the following aspects of the program listed below by circling the number that best describes each part of the program. (1 = POOR to 4 = EXCELLENT)

	<u>Poor</u>			<u>Excellent</u>	
	1	2	3	4	
Ribbon Shirts				3.48	
				x	
Pottery				3.54	
				x	
Dance			3.14		
			x		
Mittens			2.86		
			x		
Quillwork			3.23		
			x		
Wood Carving			3.10		
			x		
Indian Foods & Cooking				3.71	
				x	

2. Was enough information given about each project to gain knowledge in the American Indian culture relating to it?

	<u>Yes</u>		<u>No</u>		<u>No Response</u>	
	#	%	#	%	#	%
Ribbon Shirts	25	100.0	0	0.0	0	0.0
Pottery	25	100.0	0	0.0	0	0.0
Dance	21	84.0	2	8.0	2	8.0
Mittens	17	68.0	5	20.0	3	12.0
Quillwork	19	76.0	5	20.0	1	4.0
Wood Carving	20	80.0	4	16.0	1	4.0
Indian Foods & Cooking	23	92.0	1	4.0	1	4.0

3. Would you recommend each project to other American Indian groups in other regions and states?

	<u>Yes</u>		<u>No</u>		<u>No Response</u>	
	#	%	#	%	#	%
Ribbon Shirts	25	100.0	0	0.0	0	0.0
Pottery	24	96.0	1	4.0	0	0.0
Dance	22	88.0	2	8.0	1	4.0
Mittens	22	88.0	3	12.0	0	0.0
Quillwork	22	88.0	1	4.0	2	8.0
Wood Carving	24	96.0	0	0.0	1	4.0
Indian Foods & Cooking	24	96.0	1	4.0	0	0.0

4. Would you like to have more history and information on the use of the items to be made?

Yes		No		No Response	
#	%	#	%	#	%
22	88.0	3	12.0	0	0.0

5. Do you have any comments, suggestions or changes? If so, what are they?

Comments

- Activities should be more organized [e.g., start on time, more time for each project, sample project, and verbal explanation of each project] (5)
- Was a good year/enjoyed each project (4)
- More coverage of history on the surrounding Saginaw tribes [e.g., Chippewas, etc.] (2)
- The following comments were made by one respondent each: more clothing construction and decoration, more sessions on language, more cooking items, more quillwork, good background, and better use of pottery.

The above results seem to be positive. Most of the activities listed in question one were rated between good and excellent (ratings 3 to 4) except for mitten project which was rated between good and fair. Approximately 20% of the respondents to question two felt that the mitten, quillwork, and wood carving projects lacked enough information about each to gain knowledge relating to the American Indian culture. A majority of the participants answering question four (88%), would like to have more history and information on the use of the projects. The two most frequently made suggestions or comments to question five were that the activities should be more organized and the project activities were good and enjoyable. Overall, the results seem to indicate

that most program participants view the cultural enrichment experiences positively.

Objective 2--Involvement of New Children in Cultural Enrichment Sessions. Seventeen new students attended 5 or more cultural enrichment sessions. This is approximately two and a half times better than the standard of seven students set as the minimum. The following chart presents by the three participating districts the number of new students involved and the number of those students who attended at least 5 sessions.

<u>Participating Districts</u>	<u>Number of New Students</u>	<u>Number of New Students Attending At Least 5 Sessions</u>
Saginaw	9	9
Bridgeport	7	6
Birch Run	<u>4</u>	<u>2</u>
Total	20	17

A review of the chart above reveals that 20 new students were involved in the 1979-80 project. More new students were obtained from Saginaw and Bridgeport (9 and 7 students respectively) than Birch Run with 4 students. Seventeen new students met the attendance standard of at least 5 sessions. Thus the data indicate that objective 2 was attained.

Objective 3-A--Finalized K-2 or 3-5 Unit of American Indian Curriculum Will Evidence Improved Quality Ratings. Project leadership was unable to meet the June 30, 1980, deadline for submittal of the finalized curriculum due to difficulties in securing a curriculum consultant. The services of one curriculum

consultant were obtained but as the development proceeded it was clear that the consultant could find little time available to help in the development of the curriculum. A new consultant was obtained that had more free time. A revised timeline (see Appendix F) for the project resulted and it was hoped that the materials would be done on time, but last minute revisions prevented that from happening. The finalized version of the 3-5 curriculum was received July 7.

During the July 8-18, 1980, two evaluators and two curriculum specialists evaluated the quality of the elements and general package formats of the 3-5 curriculum using the Curriculum Quality Rating Scale (see Appendix E). A four point rating scale (1 = poor, 2 = fair, 3 = good, and 4 = excellent) was used to evaluate the three curriculum packages. A similar team of persons using the same scale evaluated the original curriculum packages during the Summer of 1979. The 1979 average ratings will serve as the standard that the updated curriculum packages must surpass. The present raters, like those of the 1979 team, did not always agree but brought approximately the same varied perspectives to the evaluation task. The results of the 1979-80 curriculum survey follow and include the average ratings for 1978-79 plus the resulting difference in ratings. Also included are the curriculum evaluators' comments for each grade span package. The numbers after each comment signified the number of evaluators making a similar comment during the 1978-79 survey.

1. Objectives are clearly stated in measurable terms.

Average Rating

<u>1979-80</u>	<u>1978-79</u>	<u>Difference</u>
2.75	3.00	-.25

- The objective statements by themselves are not measurable but usually when they are combined with the evaluation section they become measurable in behavioral terms.*
- It is difficult to measure the broad goals of Indian education objectively at any given point in time. This curriculum has attempted to sample the achievement of students.

2. Objectives specify expected proficiency levels (criteria).

Average Rating

<u>1979-80</u>	<u>1978-79</u>	<u>Difference</u>
3.00	3.00	.00

- No proficiency levels are stated in the objectives.* (2)
- Proficiency levels are given in the evaluation section but they are not operationalized by examples and/or specifics of what accuracy consists [e.g, 4C4 - an 80% accuracy level seems hard to judge in one sentence with no criteria for accuracy]. (2)
- It is difficult to measure the broad goals of Indian education objectively at any given point in time. This curriculum has attempted to sample the achievement of students.

*Similar comment made on 1978-79 survey.

3. Activities are linked to the attainment of objectives.

Average Rating

<u>1979-80</u>	<u>1978-79</u>	<u>Difference</u>
3.25	4.00	-.75

- Too many "what" questions.
- Page 70 of the guide has a good cross section of activities which include audio-visual, and kinesthetic sensory stimuli and response.
- The evaluation section on page 50 illustrates poor activity linkage because if a student is expected to draw boundary lines he then should have first practiced drawing boundary lines.

4. Activities and materials are suited to the age group.

Average Rating

<u>1979-80</u>	<u>1978-79</u>	<u>Difference</u>
3.25	3.50	-.25

- Too many dittos.
- Student of outdoors; of Michigan; of adaptations; of cultural groups; all very interesting. Students like involvement and hands-on experiences.

5. Materials, activities, and procedures are arranged and presented in a way which facilitate teacher use.

Average Rating

<u>1979-80</u>	<u>1978-79</u>	<u>Difference</u>
3.00	3.50	-.50

- Cross-referencing would help. I found it difficult to relocate information for review. (3)
- Some pages are missing or misordered which could cause some problems.

6. Materials (e.g., readings, films, and tapes) are explicitly delineated for each objective.

Average Rating		
<u>1979-80</u>	<u>1978-79</u>	<u>Difference</u>
2.75	4.00	-1.25

- Readings and activities were delineated. Bibliographies were general - not specific.
- Curriculum states that the resource section will give suggestions (no. 1, page 63), but the suggestions are not located in the resource section.

7. Sound student test items are provided for each objective.

Average Rating		
<u>1979-80</u>	<u>1978-79</u>	<u>Difference</u>
2.75	2.50	.25

- Test items (especially essay type) are sometimes vague in stating what exactly is expected of the respondent. In addition, many items lack a sample correct answer at the accuracy level stated (example, 5.E2).
- Could be improved by exploring alternative means to test a student's knowledge.
- Yes, enough to exemplify main objectives and exhibit possibilities for teachers who may want to expand tests.*

8. Objectives are sequenced such that they build upon each other where possible.

Average Rating		
<u>1979-80</u>	<u>1978-79</u>	<u>Difference</u>
3.25	3.25	.00

- Each grade level builds upon preceding one. Objectives within grade levels are interrelated; each one supports the others. Practical application of spiral curriculum theory.

*Similar comment made on 1978-79 survey.

9. Curriculum provides for variety in presentations (e.g., audio-visual, discussion, individual readings, etc.).

Average Rating

<u>1979-80</u>	<u>1978-79</u>	<u>Difference</u>
3.25	4.00	-.75

- Yes, such variety as the following: making of loom, maps on playground, films, pictographs, field trips, resource people, etc.

10. Clear procedures for teachers are included with each objective.

Average Rating

<u>1979-80</u>	<u>1978-79</u>	<u>Difference</u>
3.25	3.50	-.25

- Instructions for making snowshoes, looms, teepees, etc., will be difficult for visually-minded learners. Inservice sessions for teachers seem needed.

11. A usable teacher evaluation form is provided to evaluate the curriculum.

Average Rating

<u>1979-80</u>	<u>1978-79</u>	<u>Difference</u>
3.00	2.00	1.00

- No directions on how to fill out instrument, why, who to return the instrument to, etc. (2)
- Classroom teachers will find that to be a good instrument on which to write pertinent communications relating to the curriculum.
- Grade level indication of responding user should be requested. Likewise, the user should be required to indicate which objectives were used.

12. A clear, philosophical and/or theoretical statement of the purpose of the curriculum is provided.

Average Rating		
<u>1979-80</u>	<u>1978-79</u>	<u>Difference</u>
3.50	1.25	2.25

- Consistent with project guidelines and infusion models.

13. The procedures are classroom ready for use.

Average Rating		
<u>1979-80</u>	<u>1978-79</u>	<u>Difference</u>
3.00	3.25	-.25

- Specific directions for indoor/outdoor games and hands-on activities will be appreciated by teachers.
- Resource suggestions not located in appropriate place.

14. The cost figures for implementing the curriculum package for a class of 30 pupils seem reasonable.

Average Rating		
<u>1979-80</u>	<u>1978-79</u>	<u>Difference</u>
3.00	.00	3.00

- Too much reliance on ditto sheets. Let's have more creativity involved. (2)
- All materials seem to be provided. The greatest cost would be duplication of illustrated materials.

15. Could you provide any comments or suggestions on how to improve and/or expand this curriculum package.

- Correct typographical/grammatical errors in introductions, unit overview, background, and objectives. For example, page 68 is missing, pages 47 and 48 are reversed in order, page 154 should appear after page 157, etc. (3)

- Cross-referencing of objects, activities, resources, and bibliography. (3)
- Some parts of the curriculum are sketchy and could be expended upon. For example, bibliography for background section is incomplete.
- Children's research abilities are not being utilized, third grade can and like to do research. The questions should be open-ended. (Make use of the questioning skill demonstrated in the "basics" courses.) Creative writing is too "cut and dried." Children should have choices.

The data presented above shows that four areas (28.6%) improved, two (14.3%) remained unchanged and eight (57.1%) decreased their ratings. The overall difference was a positive 2.25, which is indicative of an improved curriculum. The overall positive difference in average ratings was due to the large improvements in the four areas being more substantial than the eight areas of non-improvement. The improvement is promising but only represents partial attainment of this objective's criterion of improvement in all fourteen areas.

Objective 3-B--Disseminate Finalized American Indian Curriculum Unit. The project was slowed in the development of the curriculum unit by the necessity to hire a second curriculum consultant as described earlier. A revised timeline was submitted (see Appendix F). This timeline still called for dissemination of the unit by May 1, 1980. No documentation was received that any curriculum units were disseminated during the 1979-80 project year.

Objective 4--Home School Liaison Will Make 30 Parental Contacts Per District. The home school liaison was again busy this

year contacting parents. The visits were for the following purposes: completion of OE 506 form relating to American Indian status; enlistment of parental support and input; explanation of Title IV; provision of special support services such as dental, health care, glasses, emergency food, tutorial, etc.; and provision of school related services. Records indicate the criterion of 30 parental contacts per district was attained, as evidenced by the following chart.

<u>District</u>	<u>Number of Families Contacted</u>
Saginaw	34
Bridgeport	31
Birch Run	<u>33</u>
Total	98

The total of 98 visits this year, represents a 15% reduction in contacts from the total of 115 visits last year.

Objective 8--Conduct Three Field Trip Experiences to Involve 30 Students. A total of three trips were held with 37 students participating. The chart below gives the field trip event, location, date, and number of students attending.

<u>Event</u>	<u>Location</u>	<u>Date of Trip</u>	<u>Number of Students</u>
Canoe Trip	Ausable River	July 10-11, 1979	15
Community College Tour	Delta Community College	November 29, 1979	9
Snowsnake Tournament	Isabella Tribal Center, Mt. Pleasant, Michigan	February 23, 1980	<u>13</u>
		Total	37

It is evident from the chart above that the criteria for objective eight of three field trips involving at least 30 students was attained.

Summary

The chart below summarizes the attainment status and relevant comments for the six product objectives.

	<u>Objective</u>	<u>Attained?</u>	<u>Comments</u>
1	American Indian Projects	Yes	100% of the 42 students who attended 5 or more sessions completed 5 or more projects
2	Involvement of Seven New Children in Cultural Enrichment Sessions	Yes	17 new students attended 5 or more cultural enrichment sessions
3-A	A Finalized K-2 or 3-5 Unit of American Indian Will Evidenced Improved Quality Ratings	Partial	Finalized curriculum showed 4 areas improved, 2 remained unchanged, and 8 decreased in their ratings
3-B	Disseminate Finalized American Indian Curriculum Unit	No	No documentation was received about any dissemination effort
4	Home School Liaison Will Make 30 Parental Contacts Per District	Yes	Saginaw 34; Birch Run 33; and Bridgeport 31
8	Conduct Three Field Trip Experiences To Involve 30 Students	Yes	Three field trips were held with 37 students participating

Recommendations

Listed below are a series of recommendations based on this year's evaluation.

1. Before the curriculum is disseminated further, minor corrections (e.g., typographical errors, misnumbered pages, missing pages, incomplete bibliographies, etc.) should be corrected.
 2. A review of the comments made during the rating of the curriculum should be undertaken and further steps should be taken to improve the curriculum for teacher use.
 3. The insights from the 1979-80 Cultural Enrichment Program: Evaluation Form should be used, if possible, to improve the "Indian Cultural Enrichment Experiences." If this information is not useful, a new evaluation instrument or alternative technique should be designed in conjunction with the Project Evaluator to gather more meaningful information.
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APPENDICES

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OBJECTIVE NUMBER 1PROJECT TITLE Cooperative Project in American Indian Development

TARGET POPULATION 330 Indian students of the School District of the City of Saginaw, 268 Indian students of the Bridgeport-
Paulding School District, and 121 Indian students of the Birch Run School District (all Indian students
will be invited to participate).

OBJECTIVE	To conduct activities during the school year to meet the special needs of Indian students for cultural awareness and enrichment, and special physical education/recreational programs. All Indian students who wish to participate will be included in programs of their choice.
PLANNED ACTIVITIES	During the project year, eight Wednesday sessions will be designated "Indian Enrichment Sessions." On those occasions, Indian students will participate in special activities such as beading, team games, independent special-interest activities, nature study, making American Indian dress, Indian history, basketry, leathercraft, dance, conversational language (pilot with special group), development of American Indian Cookbook, and related activities. At least five Indian-related presentations will be made to Indian students and their parents, including demonstrations of such activities as dancing, beading, Indian food preparation, etc. Local American Indians will be hired to conduct these activities during the year.
RESULTS/OUTCOMES	1) Indian students will participate in recreational/social activities with other Indian students; 2) 80% of Indian students who attend at least 5 sessions will complete 5 of the following: --construct at least 1 article of Indian clothing --view at least 1 American Indian related film --learn at least 1 Indian dance --construct at least 1 basket or beadwork item --sample at least 1 Indian food --Indian arts
EVALUATION DESIGN, DATA COLLECTION CRITERIA	1) Evaluation will entail documenting that 80% of participating Indian students received benefits specified under "Results/Outcomes" above; 2) A log will be maintained which will document above description of activities and will be submitted to the evaluator by the Wednesday following each Wednesday cultural enrichment sessions. The log will include: --Agendas --Listing of presentations, including presenter, date, topic, materials used, --Attendance activities conducted Records --Project --Parent Evaluations Sheets
ADDITIONAL INFORMATION	American Indian Literature will be distributed to help provide enrichment reading experiences.

OBJECTIVE NUMBER 2

PROJECT TITLE Cooperative Project in American Indian Development

TARGET POPULATION 330 Indian students of the School District of the City of Saginaw, 268 Indian students of the Bridgeport-Spaulling School District, and 121 Indian students of the Birch Run School District.

OBJECTIVE	At least 7 new children in grades K-12 from the combined districts will attend at least 5 Cultural Enrichment Sessions (i.e. children who have not participated in the past).
PLANNED ACTIVITIES	Home Liaison Specialist will make a special effort to involve new children in the Cultural Enrichment Sessions from each of the three participating districts.
RESULTS/ OUTCOMES	Broader participation in this component of the program.
EVALUATION DESIGN, DATA COLLECTION CRITERIA	New children will be asterisked(*) on the attendance log of the Wednesday night Cultural Enrichment Sessions. Final evaluation report will discuss objective attainment, i.e. 7 new children.
ADDITIONAL INFORMATION	

APPENDIX A

OBJECTIVE NUMBER 3-A

PROJECT TITLE Cooperative Project in American Indian Development

TARGET POPULATION 330 Indian students of the School District of the City of Saginaw, 268 Indian students of the Bridgeport-Spaulding School District, and 121 Indian students of the Birch Run School District.

OBJECTIVE	To finalize the K-2 or 3-5 unit of the American Indian Curriculum.	APPENDIX A
24 PLANNED ACTIVITIES	The American Indian Curriculum will be reviewed and finalized in light of evaluation recommendations by curriculum specialists and the project supervisor. At least two Cultural Enrichment Sessions will be attended by the curriculum specialist to obtain parent suggestions and additions to the curriculum. Teachers in the three participating districts will be invited to inservice sessions on March 14 and May 7 to review the curriculum and obtain teacher comments.	
RESULTS/ OUTCOMES	A field-tested version of the K-2 or 3-5 unit of the American Indian Curriculum will be ready for distribution on March 14, 1980 at the County-Wide Inservice Day. Curriculum unit field test will take place from March to mid-May. A finalized American Indian Curriculum K-2 or 3-5 unit will result which can be used in other Title IV, Part A Programs throughout the State and the Nation.	
EVALUATION DESIGN, DATA COLLECTION CRITERIA	The finalized K-2 or 3-5 unit of the American Indian Curriculum will be submitted to the project evaluator by June 30, 1980. A review panel will complete the "Curriculum Quality Rating Scale;" the curriculum unit will receive improved ratings over the 1978-79 ratings. If submitted, the rough version of the 3-5 or K-2 unit and 6-8 unit plan will be reviewed to give a status report of their stage of completion.	
30 ADDITIONAL INFORMATION	If time permits the following activities may take place: 1) Additional meetings with teachers for input/review of curriculum materials for K-2, 3-5, and 6-8 units. 2) Classroom observations to obtain student reactions to the material. 3) Completion in rough form of the K-2 or 3-5 unit and a plan for the 6-8 unit.	31

OBJECTIVE NUMBER 3-B

PROJECT TITLE Cooperative Project in American Indian Development

TARGET POPULATION Teachers of American Indian students in the three participating districts.

OBJECTIVE	To disseminate the introductory American Indian Curriculum via inservice training sessions conducted in the three participating school districts.
PLANNED ACTIVITIES	During county-wide inservice in Saginaw City Schools, Bridgeport-Spaulding, and Birch Run School District, the project supervisor will make a presentation entitled "Eliminating American Indian Stereotypes from Classroom Instruction" at the district-wide inservice session on March 14, 1980. At that time, one curriculum package (either K-2 or 3-5) will be given to attendees for field-testing within their classrooms/schools; one package will be given to each attendee.
RESULTS/ OUTCOMES	Curriculum will be disseminated; teachers will be trained; field-testing of curriculum will occur.
EVALUATION DESIGN, DATA COLLECTION CRITERIA	At least one inservice session will take place, this will be documented by: --Outline of the presentation given; --List of attendees; --Attendee feedback sheets (comments to be summarized in the final evaluation report). Above documentation will be submitted to the evaluator by May 1, 1980.
ADDITIONAL INFORMATION	Six-eight curriculum packages will be worked on during project year 1979-80 and finalized during 1980-81.

OBJECTIVE NUMBER 4

PROJECT TITLE Cooperative Project in American Indian Development

TARGET POPULATION Parents of 330 Indian students of the School District of the City of Saginaw, 268 Indian students of the Bridgeport-Spaulding School District, and 121 Indian students of the Birch Run School District.

OBJECTIVE	To increase the involvement of Indian parents in Special Title IV, Part A programs (such as IPC meeting Cultural Enrichment Sessions, etc.) within the three respective school districts by employing a Home School Liaison Specialist.
26 PLANNED ACTIVITIES	A Home School Liaison Specialist will be employed to visit parents at home, continue to gather information for OE Form 506, solicit parental support and participation in Indian programs, identify families in need of special support services, and cooperate with School Resource Officers and Counselor in attacking truancy and dropout problems among American Indian students.
RESULTS/ OUTCOMES	An improved program will result from increased parental participation and input. Needs will continue to be assessed and responded to in a systematic manner.
EVALUATION DESIGN, DATA COLLECTION CRITERIA	At least 30 parental contacts in each district - 90 total - will be made by the Home School Liaison Specialist. The Home School Liaison Specialist will maintain a log of parental contacts which will be submitted to the evaluator by May 31, 1980 to document attainment of the objective.
34 ADDITIONAL INFORMATION	

OBJECTIVE NUMBER 5

PROJECT TITLE Cooperative Project in American Indian Development

TARGET POPULATION 330 Indian students of the School District of the City of Saginaw, 268 Indian students of the Bridgeport-Spaulding School District, and 121 Indian students of the Birch Run School District (all Indian students be invited to participate).

OBJECTIVE	To conduct a seven-day Summer Indian Developmental Enrichment Program designed to meet the special needs of elementary school Indian students for cultural awareness, enrichment, and recreational/social activities; to provide a learning environment in which American Indian materials may be used.
27 PLANNED ACTIVITIES	Staff will continue to identify and evaluate materials for inclusion in the Part A program; these materials will be field-tested in the summer program. Various recreational and social activities will be held, such as swimming, American Indian arts (craft and American Indian dance.
RESULTS/ OUTCOMES	At the conclusion of the summer program, American Indian materials will be available which have been field-tested by Indian teachers with Indian children and approved by Indian parents.
EVALUATION DESIGN, DATA COLLECTION CRITERIA	1) Evaluation will evidence that the summer program was carried out - documentation submitted will list of payroll records and field-testing forms; 2) An opinionnaire survey among parents of program participants will evidence that 80% are satisfied the summer program as a whole. These will be submitted to the evaluator by September 1, 1979.
ADDITIONAL INFORMATION	The elementary summer program staff will set aside part of a day for special Indian related presentation.

OBJECTIVE NUMBER 6

PROJECT TITLE Cooperative Project in American Indian Development

TARGET POPULATION Secondary (grades 8-12) American Indian students in Saginaw City, Bridgeport-Spaulding,
and Birch Run School Districts.

OBJECTIVE	To provide direct services to secondary American Indian students in the three cooperating districts in a effort to decrease the number of American Indian dropouts.
28 PLANNED ACTIVITIES	1) Identify dropout-prone American Indian students in the three cooperating districts; 2) Provide materials relative to colleges, technical training, etc. to target students; 3) To explore the provision of a "Career Day" experience for target students; 4) Coordinate and provide direct counseling services to target students, including individual, small group and Peer Counseling;
RESULTS/ OUTCOMES	5) To explore the possibility of forming and coordinating an American Indian Youth Group; 6) Coordinate job placement and employment experience activities for target students. Decreased American Indian Dropout Rate by providing and coordinating direct counseling services to target students.
EVALUATION DESIGN, DATA COLLECTION CRITERIA	The Counselor hired will maintain a log which documents that the "Planned Activities" listed above did in place. The log will include such data as: number of target students identified, dates of specific services being provided, names of students receiving specific services, etc. (For confidentiality reasons, no student names will be listed in the final evaluation report.) The final evaluation will discuss the degree to which the specified activities were implemented. The evaluation criteria will be "a 1% decrease in the American Indian dropout rate across the three cooperating districts.
38 ADDITIONAL INFORMATION	NOTE: Michigan now provides free college tuition to American Indian students who are at least 1/4 blood quantum.

OBJECTIVE NUMBER 7

PROJECT TITLE Cooperative Project in American Indian Development

TARGET POPULATION Secondary (grades 8-12) American Indian students in Saginaw City, Bridgeport-Spauiding, and Birch Run School Districts

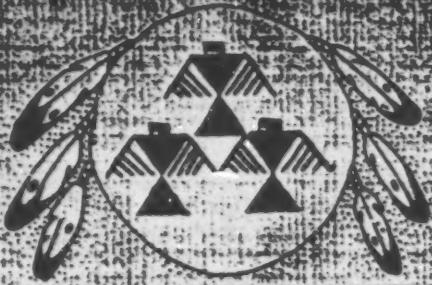
OBJECTIVE	To conduct a three-day Summer Indian Developmental Enrichment Program designed to provide camp counselor skills to secondary school American Indian students for cultural awareness, enrichment, and recreational/social activities with their American Indian peers; to provide a learning environment in which American Indian materials will be used.
29 PLANNED ACTIVITIES	Staff will continue to identify and evaluate materials for inclusion in the Part A Program; these materials will be field-tested in the summer program. Various recreational and social activities will be held such as swimming, American Indian arts (crafts), Dance, Wilderness Experiences, and related activities. Apply skills learned during three-day training session during one week summer camp experience.
RESULTS/ OUTCOMES	At the conclusion of the summer program American Indian materials will be available which have been field-tested by Indian teachers with Indian students and approved by Indian parents. Secondary Indian students will have an increased sense of belonging, hence a decreased sense of isolation from each other and society-at-large.
EVALUATION DESIGN, DATA COLLECTION CRITERIA	1) Evaluation will evidence that the summer program was carried out - documentation submitted will consist of registration forms, attendance, agendas, etc; 2) An opinionnaire survey among program participants themselves will evidence that 80% are satisfied with the three days of training. These will be submitted to the evaluator by September 1, 1979.
ADDITIONAL INFORMATION 40	

OBJECTIVE NUMBER 8

PROJECT TITLE Cooperative Project in American Indian Development

TARGET POPULATION Elementary and secondary American Indian students in Saginaw City, Bridgeport-Spaulding, and Birch Run School Districts.

OBJECTIVE	To conduct at least three field trip experiences for elementary and/or secondary American Indian students.
PLANNED ACTIVITIES	For example: 1) Trip to annual snow snake tournament; 2) Canoe trip; 3) Cross-country skiing experience; 4) Trip to the Governor's Commission on Indian Affairs.
RESULTS/ OUTCOMES	Provision for additional social/recreational/learning experiences for Title IV Part A participants. Parent involvement in events to help foster greater parental support.
EVALUATION DESIGN, DATA COLLECTION CRITERIA	1) Evaluation will evidence that field trip experiences were carried out; documentation will be submitted one week after the trip; this will consist of attendance logs, site visited, etc. 2) Criteria: at least 3 field trip experiences with 30 students participating in the entire set of experiences
ADDITIONAL INFORMATION	*This objective's implementation will be contingent upon parental participation in terms of providing transportation for the field trip experiences.



Three Friends

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NEWSLETTER OF THE COOPERATIVE
NATIVE AMERICAN DEVELOPMENT PROGRAM

Fall Edition

November 1979

Harvesting Moon



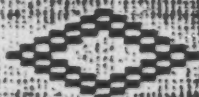
AS WE APPROACH THE FALL SEASON, LET US RESPECT THE INDIAN TRADITION OF GIVING
THANKS FOR THE SUMMER'S HARVEST.

Summer Residence Camp

A seven day Summer Residence Camp was held July 23-29, 1979 at Camp Wathana, Holly Michigan. 67 students attended this year outdoor experience.

The Title IV staff monitored the camp during the week it was held, and realize this particular camp had its drawbacks. In general, the children enjoyed the experience of being away from home, and sharing it with others. The daily classes offered a variety of Indian Arts, (crafts) and there were field trips to a cider mill and a candle factory. The students especially liked swimming and horseback riding. They didn't like the abundance of mosquitoes, and neither did we. The food served was nutritious and tasty. Some students missed the lack of candy, junk food and soft drinks which were not served.

There was 24 hour supervision. By a teacher, aides, counselors, and a nurse. The overall evaluations completed after camp were favorable, but everyone seem to agree that a different camp would be better for next year. We hope the response will be as good as this year's.



Special Program Held at Camp

A special program was held on Wednesday during the camping experience. The students were treated to an Indian meal prepared by Naomi Smith and Ms. Diane Smith which consisted of Corn Soup, Wild Indian Fry Bread, and a special Indian Dinner. Later, Ruben Smith and his mother Naomi Smith (assisted by the project supervisor and Andrea Ursuy) taught the children a series of dances, and delighted the children with a gift of jewelry to remember the program. Each child also received a backpack and a T-shirt to remind them of the camp experience.



Field Trips

We are hoping to have more secondary student field trips during the coming school year. We were thinking of the "Snow Snake Festival" held yearly among several Title IV Programs. If you have any suggestions for other field trips feel free to contact our office at 799-4733. We hear so much about the lack of secondary experiences for students, lets take advantage of our program offerings.

(Front cover-AKNEASNE NOTES)

SECONDARY STUDENT'S GO CANOEING

A two day canoe trip was held on July 10-11, 1979 at Paddle Brave Canoe Livery near Roscommon, Michigan. Although more students registered, only 15 actually attended. Those students who did not make it missed a great time. Tents were already set up when the students arrived. The camping areas were very rustic and each site had a fire circle. We designated one camp site the cook tent and the rest were tents with girls on one side of the road and boys on the other. We had two resource people, parent chaperones, and a teacher. The campgrounds were equipped with showers, and there was a small trade store.

The canoe trip itself was fantastic, and the students were enthusiastic to the point of arriving at the pick-up spot 1 1/2 hours early. We want to especially thank Andrea Ursuy, Carol Wheaton, Rosemary Firmingham, and Diane and Ruben Smith (Blackcloud) for their assistance.

Title IV Regional Conference

The Title IV Regional Conference was held in New Orleans, La. at the Hyatt Regency Hotel, October 5, 1979. Two parents from the Saginaw and Birch Run School District Indian Parent Advisory Committees were in attendance. Two of the staff from the American Indian Programs office also attended. We were disappointed that the Bridgeport IPAC didn't have a representative at the conference. All parents interested in knowing more about our Parent Advisory Committees should contact Ms. Rosemary Firmingham, Home School Liaison, at 799-4733. The hour of your time you give can help us create a better program for the students.

JOB PLACEMENT SERVICES

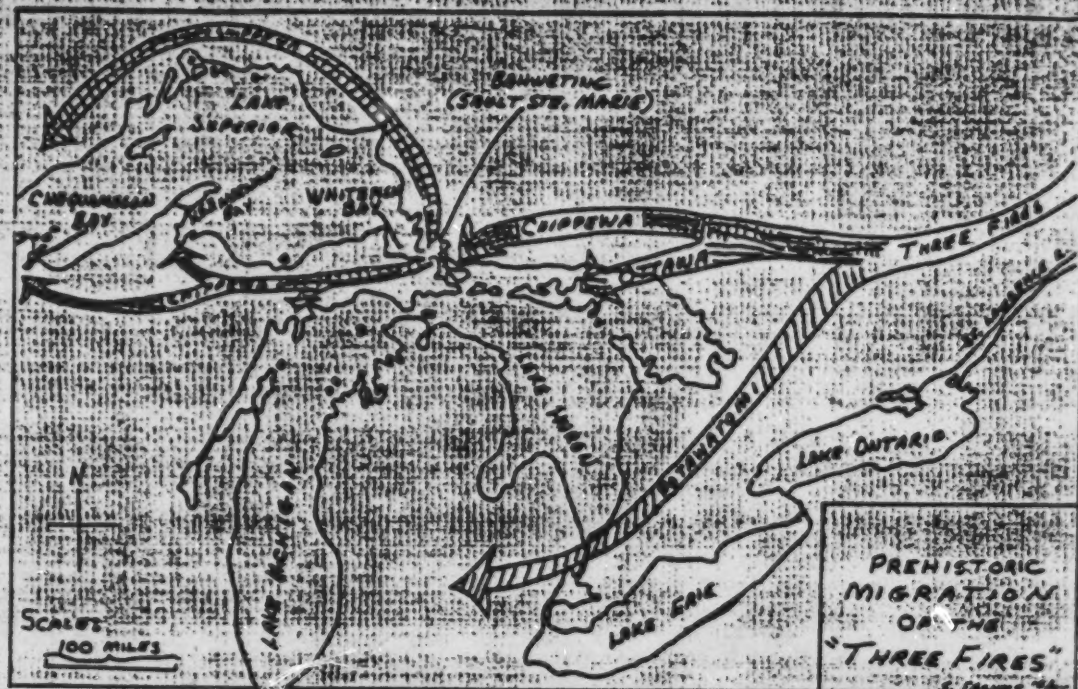
Also located in the SISD building is a job placement service. What is a job placement service? It is a free area wide program designed to help employers find employees and help graduates/students find employment, consistent with their training. Graduates of 1979 should go back to their High School Counselor for placement.

Birch Run Daryl Karmier 624-9393

Bridgeport Gerald Foley 777-3100

City of Saginaw 776-0441

Richard Barrett, Placement Coordinator
Saginaw Intermediate School District
6235 Gratiot Road
Saginaw, Michigan 48603 799-4733



CHIPPWA HISTORY IN MICHIGAN Part I: The "Soo" Bands to 1855

The Indians living in the vicinity of present day Sault Ste. Marie are descendants of Chippewa bands identified with Lake Superior and the St. Mary's river outlet for an estimated period of possibly four hundred and fifty years. Tribal tradition tells the story of a slow migration covering an interval of two centuries from an area east of Montreal in Canada to the falls of the St. Mary's River. From this base, the Chippewa expanded north and south of Lake Superior, making their final headquarters near a narrow neck of land on Chequamegon Bay and on an adjacent island in Lake Superior, both called LaPointe. Three generations passed before these Chippewa encountered a European, a time placed at 1612 by the traditional historian and at 1618 or 1622 by French documents. The same tradition tells that the Ottawa and Potawatomi tribes, who speak related Algonquian languages, split off during this migration, the Ottawa establishing a base on Manitoulin Island in northern Lake Huron and the Potawatomi moving south into the Lower Peninsula of Michigan. Chippewa, Ottawa, and Potawatomi today acknowledge their common origin in calling themselves "The Three Fires."

17th CENTURY: WARFARE CAUSED BY FUR TRADE

The Chippewa population of the St. Mary's river apparently remained undisturbed for many years, but along with all tribes east of the Mississippi river was affected by the outbreak of Iroquois warfare in 1649, instigated by British-French fur trade rivalry. Supported by British merchants in Albany, the Iroquois of northern New York launched an attack on the French-affiliated Huron living in towns on the Ontario peninsula below Georgian Bay. The Iroquois objective was to gain control of the Huron's trade and their hunting grounds as well. This first phase of a half-century of Iroquois wars drove refugee Hurons and their Ottawa neighbors on the north, through the Sault area, to the western part of the Michigan Upper Peninsula and even to the Green Bay area of Wisconsin. By 1665, Huron and Ottawa were living temporarily near the Chippewa on Chequamegon Bay. Though Iroquois war parties pursued the westward fleeing Huron and Ottawa, they were permanently repulsed in 1662 by the Chippewa at Iroquois Point, a location on Whitefish Bay of Lake Superior named for the battle site. According to French accounts, Chippewa at their summer fishing grounds detected the smoke of the Iroquois campfires, reconnoitered, and later annihilated the Iroquois warriors.

To the west of Lake Superior, the Chippewa came in conflict with the Sioux (Dakota) of northern Minnesota whose hunting grounds they were invading. In fear of retaliation from the Sioux, the Indian population for a time retreated from Chequamegon Bay in 1671. The refugee Huron and Ottawa moved from the Upper Peninsula to Manitowish, south of the straits. Concurrently, some Chippewa drew back to Keweenaw Bay and Sault Ste. Marie but LaPointe remained the central focus for the tribe. Also in 1671, French officials asserted formal authority over the Upper Great Lakes in dramatic ceremonies at the place recognized as the gateway to the northwest fur trade, Sault Ste. Marie. The name comes from the French word for a waterfall, spelled "sault" or "saut," a natural reference to the falls of the river outlet from Lake Superior. Sainte Marie was the name given to the Jesuit mission established at the falls in 1668. In the twentieth century, the term for the Sault Ste. Marie area has been abbreviated and anglicized to become simply the "Soo."

Returning to the Chippewa chronology, in the late seventeenth century the Lake Superior warriors followed up their victory over the Iroquois at Whitefish Bay with an aggressive campaign to reconquer from the Iroquois the original Huron country on the Ontario peninsula southeast of Georgian Bay. These successful expeditions, aided by the French, led to the settlement of Chippewa, including some Mississauga from north of Lake Huron, as far east as present day Kingston, Ontario, at the eastern end of Lake Ontario where the St. Lawrence river begins. By the early eighteenth century, Chippewa were living on both sides of the St. Clair river, in Michigan and in Ontario. Iroquois warfare ended by 1700.

18th CENTURY: TRIBAL DISTRIBUTION

In conjunction with the southward advance of tribes sympathetic to the French, Detroit was founded in 1701. Within a few years, the small surviving Huron population, later called Wyandot by the English, returned to the vicinity of their original homeland and established a village on the Ontario side of the Detroit River. A group of Ottawa accompanied the Huron, locating near their long-time allies. Potawatomi from the St. Joseph river in southwestern Michigan settled on the northwest bank of the Detroit river not far from the new French fort.

In summary, readjustments made in the wake of the Iroquois wars determined the ultimate tribal distribution throughout Michigan and the Upper Great Lakes. Chippewa at Sault Ste. Marie were surrounded by friends and allies. In present-day Michigan, Chippewa occupied the Lake Superior shores of the Upper Peninsula, and spread along the eastern side of the Lower Peninsula. Ottawa from Manitoulin Island and Michilimackinac expanded along the eastern shore of Lake Michigan to Grand Traverse Bay and down to the Grand River.

They also hunted and fished on the Lake Michigan shore of the Upper Peninsula. Southern Michigan was the home of the potawatomi whose territory extended around Lake Michigan to the Door Peninsula by Green Bay in Wisconsin. The Hurons (Wyandots to the English) had towns and corn fields on both sides of the Detroit river, but hunted south of Lake Erie in northern Ohio.

By the beginning of the eighteenth century, consequently, Indian tribal distribution had stabilized in the region. Including Sault Ste. Marie. Warfare had not disappeared, but the frontiers of conflict were distant. To the west, the fighting line in the intermittent Chippewa-Sioux warfare continued in Minnesota and Wisconsin, even after an inter-tribal boundary and neutral zone had been established at the Treaty of Prairie du Chien in 1825. To the east and south, the Chippewa, like other tribes, were drawn into the intercolonial conflict first between the English and the French, later between the English and thirteen rebel colonies, and finally fought against insatiably land-hungry Americans.

INVOLVEMENT IN EURO-AMERICAN WARS

The Chippewa covered a broad territory. In the 1750's, for example, Upper Great Lakes Chippewa and Ottawa supported the French army in battles in New York and Pennsylvania. During the American Revolution, Chippewa and warriors of other tribes joined British expeditions at Detroit that advanced against Kentucky frontiersmen along the Ohio river. In the 1790's, northern Ottawa and Chippewa opposed American armies campaigning to break the Indian control over southern Ohio. Along with a dozen other tribes, Chippewa were present at the great peace and land-cession convocation at Greenville, Ohio, in 1795.

On this occasion, the great Lakes tribes agreed to the cession of the southern two-thirds of Ohio with the assurance that the balance of the Northwest Territory was recognized as Indian land. The Chippewa bands in the Saginaw Valley and the Upper Peninsula were sympathetic to the British in the War of 1812.

The only significant military engagements near the Sault, after the episode during the Iroquois wars, were two isolated attacks on Mackinac garrisons, in 1763 and 1812. Most famous in general history is the Chippewa capture of Fort Mackinac, present Mackinaw City, in 1763 about a year after British troops took over the fort from the French at the close of the Seven Years' War. The event was one of a series of Indian victories at the beginning of Pontiac's uprising and occurred at the beginning of the long siege at Detroit. Three years later, gifts and prospect of more advantageous trade made a British garrison acceptable.

Near the end of the American Revolution, Fort Mackinac was transferred to Mackinac Island, and in 1796 turned over to troops of the new American nation. The second attack on a Mackinac garrison took place at the outbreak of the War of 1812. British from St. Joseph's Island in Lake Huron, along with an Indian contingent, seized the Fort in a surprise attack with no casualties.

American "sovereignty" over the Sault Ste-Marie area had little reality until the arrival of the expedition headed by Michigan territorial governor Lewis Cass in 1820.

19th CENTURY: CHIPPEWA LIFE-STYLE

At the time of the Cass expedition, Chippewa in the Upper Peninsula were still living in a traditional Indian manner. Their small communities of bark wigwags shifted from time to time, but remained within the same general areas. Indian life followed an annual round of activities that varied according to the season. Corn customarily had been planted in the spring, although the harvest at a latitude as high as Sault Ste. Marie was undependable. Potatoes became a basic food crop where gardening was carried on. Hunting and fishing continued the year round. Gathering and drying berries and canoe-making were summertime occupations. In the fall, the Chippewa dispersed to winter hunting grounds to accumulate a surplus that could be traded for European manufactured goods in the spring. The severity of late fall storms and erratic icing conditions closed off lake travel from October until March; snow shoes were needed for winter travel by land.

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APPENDIX B



Children's Fun Corner

How many words can you make from

PUMPKIN

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Here is a list of simple words which rhyme with many other words. Can you think of the other words?

EXAMPLE: Fun

1. Sun 2. Gum 3. Yum 4. Mm

Says

HELLO

Rat

Duck

Rock



Unscramble the list of words below:

English Spelling

Indian Spelling

1. yff dreba

aaasakokwaan

2. krutye

niitise

3. shfare

niigan

4. edab

sanidnomihans

5. aksbet

wadabi-wakak

6. olohes

gikihoo-amaadil

7. nianla

awakaan

8. onon

dibik-giis

The Indian spelling is not scrambled.

Answers

1. Fry Bread

2. Turkey

3. Feather

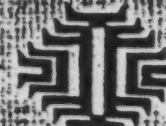
4. Band

5. Basket

6. School

7. Animal

8. Moon



Indian Teacher Invaluable

We would like to give a special thank to Ms. Andrea Ursay (chippewal) for her unflinching efforts to make every summer program an enjoyable learning experience. Andrea has become one of our most valuable Indian resource teachers, during the summer and the regular school years.

Larry A. Fisher
Director, American Indian Programs



Rosemary Birmingham
Home School Liaison



Lucinda Ossust
Secretary

PUBLISHED BY

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Saginaw Intermediate School District
Federally Funded Under the Indian Education Act,
Title IV, Part A 1972

Saginaw Intermediate School District
Edwin Kilbourn, Superintendent
6235 Gratiot Road, Saginaw, Michigan 48603
Telephone (517) 799-4733

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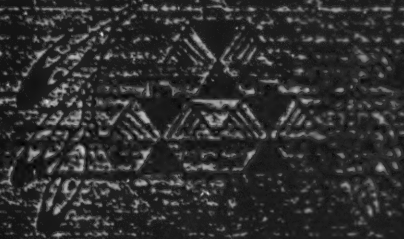
APPENDIX B

SAGINAW INTERMEDIATE SCHOOL DISTRICT

6235 Gratiot Road
Saginaw, Michigan 48603

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Permit No. 73

Richard Claus
550 Millard
Saginaw, Mi. 48607



Chick
Friends



Iroquois Snow Snake Game

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LOOK FORWARD TO HOLIDAYS

As the year draws to a close, many of us are looking forward to the holidays. The winter holidays are a time of joy and celebration for many of us.

Our Wednesday evening classes will continue to provide a place for us to gather and share our experiences. We will be holding our annual Christmas party on December 15th.

We will also be holding a New Year's Eve party on December 31st. We hope you will be able to join us for these special events.

We will be holding our annual Christmas party on December 15th. We will also be holding a New Year's Eve party on December 31st.

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ANNUAL NIEA CONVENTION

The 1979 annual convention of the National Indian Education Association (NIEA) was held in Denver, Colorado.

The annual convention of NIEA is the largest national convention for Indian Education. The 1979 convention attracted about 500 participants.

Participants took part in various sessions on education for Indian students. Sessions were held on topics such as curriculum development, teacher training, and parent involvement.

Participants also took part in social activities. There were many opportunities for participants to meet and talk with each other.

The convention was a great success. It was a pleasure to meet with all the participants and to hear about their work.

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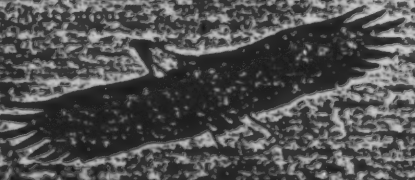
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INTERNATIONAL

WILLIAM DOUGHERTY
When you are
a child of the world

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MR. RAY MILLARD

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SAGINAW

MI 48607

*Saginaw Intermediate
School District*



NATIVE AMERICAN PROGRAMS
Larry R. Fisher
Director

COOPERATIVE PROJECT IN AMERICAN INDIAN DEVELOPMENT

PRESCHOOL TEACHERS WORKSHOP

NOVEMBER 2, 1979

AGENDA

- | | |
|-------|--|
| 9:00 | Introduction - Staff and Participants |
| 9:30 | Indian Beliefs |
| 10:00 | Unlearning "Indian" Stereotypes |
| 11:00 | General Discussion |
| 11:30 | Film - More Than Bows and Arrows (Part I) |
| 12:00 | Lunch |
| 1:00 | Film - More Than Bows and Arrows (Part II) |
| 2:00 | Projects for the classroom |
| 2:45 | Evaluation |

APPENDIX D

COOPERATIVE PROJECT IN AMERICAN INDIAN DEVELOPMENT

GROUP INSERVICE - By Larry R. Fisher

OCTOBER 19, 1979

AGENDA

Staff Introduction:	9:00 to 10:00
Viola Peterson - NACIE	10:00 to 10:45
Break:	10:45 to 11:00
"Indian Is"	11:00 to 12:00
Lunch:	12:00 to 1:30
Contributions: Film - 2 parts	
Part I - More Than Bows and Arrows	1:30 to 2:10
Break:	2:10 to 2:25
Contributions:	
Part II - More Than Bows and Arrows	2:25 to 3:05
Final Movie	
The American Indian Speaks	3:05 to 3:30

APPENDIX D

COOPERATIVE PROJECT IN AMERICAN INDIAN DEVELOPMENT

"Indian is"

I. The development of the awareness of yourself as an "Indian" person

- A. Blood quantum as a measure of Indianess.
- B. Beliefs as a measure.
- C. Present day living and Indian beliefs reawakened ie: ecology mother earth revived.

II. Mother Earth

A.



Man, Living Creatures (part of cycle)

* Catalyst the element of caring and respect.

B. The sacred circle - nature examples

1. (Not medicine wheel) the circle of your life surrounds each of us.
2. We all have circles, and nature ie: mother earth has circles

III. Contemporary Living and Indian belief

A. Not an overnight miracle, it must be nurtured just as original religion is nurtured, ie: by practicing what you believe.

* Note less frills than other, but still compatible.

B. Beliefs not separate but integral because all things are of the creator.

C. These are the basics - traditional beliefs must be pursued through individual study - understanding.

APPENDIX D

COOPERATIVE PROJECT IN AMERICAN INDIAN DEVELOPMENT

GROUP INSERVICE - By Larry R. Fisher

OCTOBER 19, 1979

ATTENDANCE SHEET

Tina Flores - S.I.T.A.

Cathy Young - S.I.T.A.

Lisa Young - S.I.T.A.

Ruth Hidalgo - S.I.T.A.

Denise Roy - S.I.T.A.

Mary Kay Marks - S.I.T.A.

Victoria Miller - Director S.I.T.A.

Larry R. Fisher - Director American Indian Programs

Rosemary Firmingham - American Indian Programs

Lucinda Oszust - American Indian Programs

Viola Peterson - Chairperson, NACIE

C E F G E I O P U J H M K L D K F L U P M Z X S E S D F R L
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 J K I J U H G F D S A B V C X Z Z K U J N B V R F D U O P R
 O P L I K J Y H T G R F D E W S Q A Z V C X M N B U Y K I L

Find our names, Cooperative Project Staff
and Chairpersons.

Rosemary Hatcher
 Larry Fisher
 Rosemary Firmingham
 Lucinda Oszust
 Andrea Ursuy
 Blackcloud
 Naomi Smith
 Victoria Miller
 Carol Wheaton

APPENDIX D

APPENDIX E

Name of Curriculum

Evaluator

Grade Level of Curriculum

Date

CURRICULUM QUALITY RATING SCALE

Directions: Complete the demographic data at the top. Be sure to review the curriculum package thoroughly before completing this instrument. Rate each aspect of the curriculum by circling the number (1 = poor to 4 = excellent) that best describes its quality. Provide comments to support each rating.

1. Objectives are clearly stated in measurable terms.

Poor				Excellent
1	2	3		4

Comments: _____

2. Objectives specify expected proficiency levels (criteria).

Poor				Excellent
1	2	3		4

Comments: _____

3. Activities are linked to the attainment of objectives.

Poor				Excellent
1	2	3		4

Comments: _____

APPENDIX E

4. Activities and materials are suited to the age group.

Poor			Excellent
1	2	3	4

Comments: _____

5. Materials, activities, and procedures are arranged and presented in a way which facilitate teacher use.

Poor			Excellent
1	2	3	4

Comments: _____

6. Materials (e.g., readings, films, and tapes) are explicitly delineated for each objective.

Poor			Excellent
1	2	3	4

Comments: _____

7. Sound student test items are provided for each objective.

Poor			Excellent
1	2	3	4

Comments: _____

8. Objectives are sequenced such that they build upon each other where possible.

Poor			Excellent
1	2	3	4

Comments: _____

APPENDIX E

9. Curriculum provides for variety in presentations (e.g., audio visual, discussion, individual readings, etc.).

Poor				Excellent
1	2	3		4

Comments: _____

10. Clear procedures for teachers are included with each objective.

Poor				Excellent
1	2	3		4

Comments: _____

11. A usable teacher evaluation form is provided to evaluate the curriculum.

Poor				Excellent
1	2	3		4

Comments: _____

12. A clear, philosophical and/or theoretical statement of the purpose of the curriculum is provided.

Poor				Excellent
1	2	3		4

Comments: _____

13. The procedures are classroom ready for use.

Poor				Excellent
1	2	3		4

Comments: _____

APPENDIX E

14. The cost figures for implementing the curriculum package for a class of 30 pupils seem reasonable.

Poor				Excellent
1	2	3		4

Comments: _____

15. Could you provide any comments or suggestions on how to improve and/or expand this curriculum package.

*Saginaw Intermediate
School District*

6235 Gratiot Road, Saginaw, Michigan 48603
Telephone (517) 799-4733

American Indian Programs

Lucinda Oszust
Secretary

TO: Richard Claus

DATE: January 28, 1980

Here is a copy of the new curriculum timeline.

Cooperative Project In American Indian Development
Curriculum Planning Committee Timeline
1980

← Background, Revisions K-2		* Field Testing		* Printing →	
<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>
Background Jan. 9, 1980 Jan 23, 1980	K-2 Feb. 6, 1980 Feb. 20, 1980	Mar. 5, 1980 Drafts, 3-5 Mar. 14, 1980 County wide inservice Mar. 26, 1980	Review 3-5 Start 6-8 April 17, 1980 April 30, 1980	Continue 6-8 Teachers input May 7, 1980 (K-2) Poss. (3-5) May 21, 1980	June 30, 1980 curv. to evaluator K-2 eval. 3-5, 6-8 Review
Employ curr. Developer Revise obj. 3, 3a Revise Timeline Review K-2					

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Curriculum Developer

<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>
Jan. 28, 1980 Activities Background Introduction K-2	Feb. 6, 1980 K-2 Review Feb. 20, 1980 K-2 Final to printer's	Mar. 14, 1980 Panel Inservice Begin 3-5, 6-8 →			

APPENDIX F

APPENDIX G

EVALUATION FORM

COOPERATIVE PROJECT IN AMERICAN INDIAN DEVELOPMENT CULTURAL AWARENESS ENRICHMENT PROGRAM

1. RATE THE FOLLOWING ASPECTS OF THE PROGRAM LISTED BELOW BY CIRCLING THE NUMBER THAT BEST DESCRIBES EACH PART OF THE PROGRAM. (1 = POOR TO 4 = EXCELLENT)

	POOR		EXCELLENT	
RIBBON SHIRTS	1	2	3	4
POTTERY	1	2	3	4
DANCE	1	2	3	4
MITTENS	1	2	3	4
QUILLWORK	1	2	3	4
WOOD CARVING	1	2	3	4
INDIAN FOODS & COOKING	1	2	3	4

2. WAS ENOUGH INFORMATION GIVEN ABOUT EACH PROJECT TO GAIN KNOWLEDGE IN THE AMERICAN INDIAN CULTURE RELATING TO IT?

CIRCLE ONE ANSWER FOR EACH AREA

RIBBON SHIRTS	YES	NO
POTTERY	YES	NO
DANCE	YES	NO
MITTENS	YES	NO
QUILLWORK	YES	NO
WOOD CARVING	YES	NO
INDIAN FOODS & COOKING	YES	NO

APPENDIX G

3. WOULD YOU RECOMMEND EACH PROJECT TO OTHER AMERICAN INDIAN GROUPS IN OTHER REGIONS AND STATES?

RIBBON SHIRTS	YES	No
POTTERY	YES	No
DANCE	YES	No
MITTENS	YES	No
QUILLWORK	YES	No
WOOD CARVING	YES	No
INDIAN FOODS & COOKING	YES	No

4. WOULD YOU LIKE TO HAVE MORE HISTORY AND INFORMATION ON THE USE OF THE ITEMS TO BE MADE?

YES

No

5. DO YOU HAVE ANY COMMENTS, SUGGESTIONS OR CHANGES? IF SO, WHAT ARE THEY?
